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ABSTRACT

This book presents a systematic and coherent exposition of the educational structure of Luxembourg, and also outlines the essential problems the system faces. The text opens with the social and political context of education in the country, which is followed by a description of the different types of secondary education. Some of the specific problems examined include policy-making; innovation and educational support structures; financing and budget; schools and society; the organization of the education system; the school as an institution and a community; the curriculum; assessment; the teaching staff; and the European dimension of education in the country. The text addresses the challenges faced by the large immigrant population in the country, the advantages and drawbacks of a bilingual society, the centralized character of the education system, the state of private education, and the role of the growing finance industry in Luxembourg. Four appendices provide information on legislative initiatives, restructuring timetables, and other information. (RJM)

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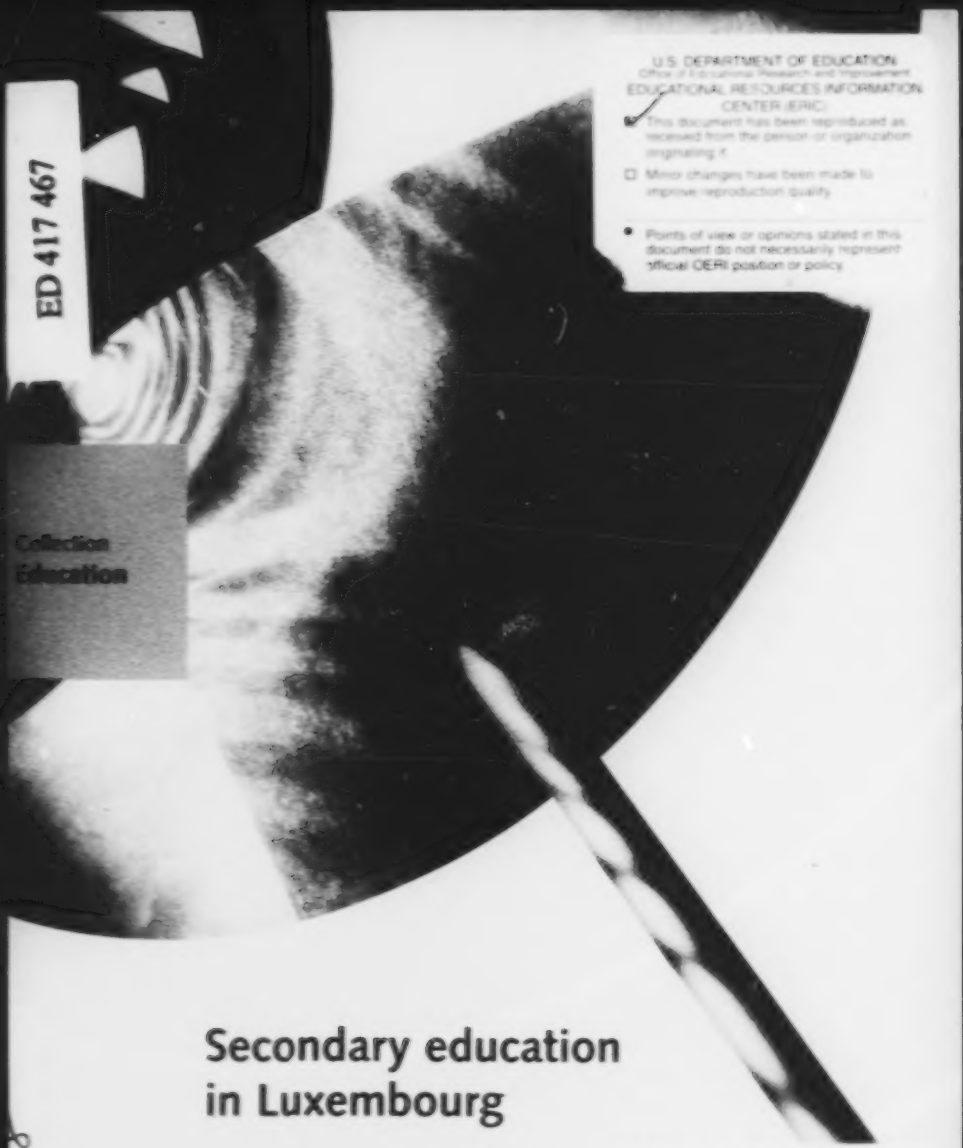

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Secondary education in Luxembourg

Council of Europe Press

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Secondary education in Luxembourg

by Jeannot Hansen

Guide to secondary education in Europe
Editor Denis Kallen

A secondary education for Europe
Council for Cultural Co-operation

Council of Europe Press

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The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has forty member states,[1] including the fifteen members of the European Union. It is the widest intergovernmental and interparliamentary grouping in Europe, and has its headquarters in the French city of Strasbourg.

Only questions related to national defence are excluded from the Council of Europe's work, and the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth, health, environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is open to European countries that are not members of the Council of Europe, and it enables them to take part in the Organisation's programmes on education, culture, sport and youth. So far, forty-seven states have acceded to the European Cultural Convention; the Council of Europe's full member states plus Armenia, Azerbaijan, Belarus, Bosnia-Herzegovina, Georgia, the Holy See and Monaco.

The **Council for Cultural Co-operation** (the CDCC) is responsible for the Council of Europe's work on education and culture. Four specialised committees – the Education Committee, the Higher Education and Research Commitee, the Culture Committee and the Cultural Heritage Committee – help the CDCC to carry out its tasks under the European Cultural Convention. There is also a close working relationship between the CDCC and the regular conferences of specialised European ministers responsible for education, culture and cultural heritage.

The CDCC's programmes are an integral part of the Council of Europe's work and, like the programmes in other sectors, they contribute to the Organisation's three overarching policy objectives for the 1990s:

– the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;

– the promotion of an awareness of European identity;

– the search for common responses to the great challenges facing European society.

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1. Albania, Andorra, Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Netherlands, Norway, Poland, Portugal, Romania, the Russian Federation, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.

The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, there are projects on: education for democratic values; history; modern languages; school links and exchanges; the reform of secondary education; access to higher education; the reform of legislation on higher education in central and eastern Europe; academic mobility; and educational documentation and research.

In 1991, the Council for Cultural Co-operation of the Council of Europe launched a project entitled "A secondary education for Europe". The aims of the project were to:

– give young people the knowledge, skills and attitudes they will need to meet the major challenges of European society;

– prepare young people for higher education, and for mobility, work and daily life in a multilingual and multicultural, democratic Europe;

– make young people aware of their common cultural heritage and their shared responsibilities as Europeans.

This project has two elements: the first devoted to reflections and consultations among the member states on the overall policies and strategies, and the second on the European dimension in the school curriculum.

The series entitled "Guide to secondary education for Europe" sets out to present in a synthetic form – country by country – the major elements of secondary education structures and policies that exist in CDCC member states.

Each guide has been written, on the basis of a common analysis, by experts designated by the authorities in each country concerned.

Denis Kallen has undertaken the difficult task of the general co-ordination of this series, guaranteeing its coherence and thus allowing comparisons to be made among countries.

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Contents

Page

I. General presentation 9

1. The social and political context 9
2. The different types of education at secondary level 10

II. Specific problems 15

1. Policy-making 15
2. Innovation and educational support structures 17
3. Financing and budget 18
4. Schools and society 20
5. Organisation of the education system 22
6. The school as an institution and a community 29
7. The curriculum 31
8. Assessment 33
9. Teaching staff 34
10. The European dimension 37

III. Efficiency and performance of secondary education 39

IV. Challenges, problems and prospects 45

Appendix I – Act of 7 October 1993 47

Appendix II – Co-ordinated text of the Act of 10 May 1968 and the Act of 22 June 1989 53

Appendix III – Timetables 59

Appendix IV – National curricula commissions 65

Bibliography 67

I. General presentation

1. The social and political context

Luxembourg's geographical situation at the interface of two cultures explains why it has throughout its history, particularly during the hundred and fifty years of its independence, been subjected to the influence of its two big neighbours, France and Germany.

The most significant consequence of this is that – alongside Luxemburgian – French and German are the official languages of the Grand Duchy, hence the importance of firmly entrenching these two languages in Luxembourg's education system.

This accounts for one of the unique points of the system, that is, the requirement for all pupils from primary school onwards to learn both languages, French and German, the latter also being, because of its close relationship with Luxemburgian, the language of literacy (reading and writing).

Undoubtedly, the simultaneous learning of these two languages is one of the strong points of the education system in Luxembourg, but it is also a source of problems, particularly as far as the schooling of immigrant children is concerned.

Luxembourg is a country of immigration and, at the present time, there is no reason to believe that immigration will decrease appreciably in either the short or medium term. The immigrants are mainly Portuguese and, to a lesser extent, nationals of other Romance-language countries. However, following the political upheavals in central and eastern Europe, it is probable that national groups speaking other languages will in future play a bigger role in migratory movements. For the children of these immigrants, who start their schooling in Luxembourg at a fairly advanced age, having to express themselves in both languages – particularly in German, which is the main teaching language in primary and lower secondary education – is an obstacle that sometimes proves insurmountable. This explains why, despite the numerous measures taken in favour of immigrant children – reception classes, extra coaching and French-speaking classes in which French, not German, is the teaching language – the children's failure rate remains high.

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Apart from the importance attached to learning German and French, Luxembourg's political, economic and social context and in particular its smallness (2 568 square kms in area and 400 000 inhabitants) are reflected in other specific features of the Luxembourg education system.

Given the small size of the school population, it is customary in secondary education to use textbooks published in Germany, France or French-speaking Belgium, which reinforces the influence of these countries on Luxembourg culture.

Another consequence of Luxembourg's size is the centralised character of the education system, with common curricula for all schools of the same type as well as national examinations. This centralisation also reflects a political desire to guarantee the same education to all pupils so that they may take examinations on the same footing.

The same aspect underlies the relations between the private and the public sector in education.

Thus, private educational institutions do not qualify for state subsidies unless they offer the same curricula as the public sector.

The result is that the majority of private education is parallel to public education. Formerly restricted to girls, most private schools, which are run by religious orders, did not emulate the introduction of co-education in the public sector in 1968, and the number of pupils enrolled is limited to about 10% of the school population.

However, the development of Luxembourg as an important financial centre and the presence of numerous foreign executives posted there for a limited period have encouraged the growth of schools offering international curricula or other countries' national curricula, such as a French *lycée* or an international American school.

Finally, the existence of the European institutions in Luxembourg led as long ago as the 1950s to the provision of a European school with a specific status.

2. The different types of education at secondary level

Secondary education in Luxembourg is as a rule intended for all pupils from the age of 12. It comprises general education, technical education and preparatory education, which recent legislation has incorporated into technical education.

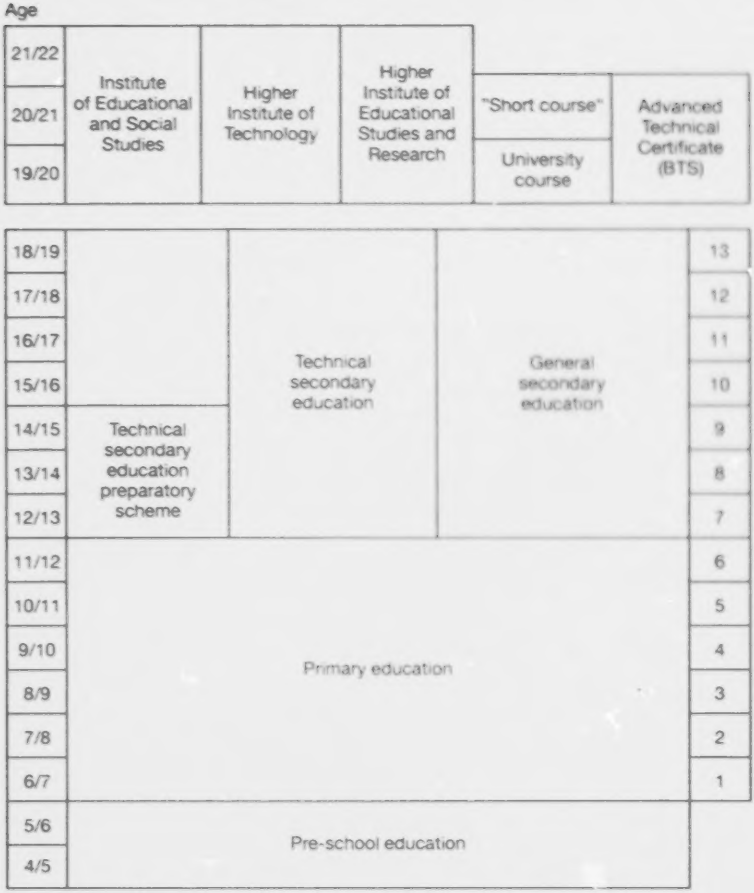
General secondary education is relatively homogeneous. Its principal aim is to prepare pupils "mainly for higher education at university level by means

of a thorough general training" (amended Act of 10 May 1968 reforming the education system, Part VI, Secondary Education).

Technical secondary education is much more heterogeneous. Its aim is to prepare pupils "for occupational life in co-operation with the economic and social sectors by providing them with general, social, technical and vocational training. It also prepares them for higher education" (Act of 4 September 1990 reforming technical secondary education and further vocational training). Consequently, this type of education offers a variety of courses, including those leading to technical baccalaureates with access to universities and those leading to a certificate of occupational proficiency with access to the traditional craft and industrial trades.

Preparatory education is intended for pupils between the ages of 12 and 15 who have not passed the entrance examination for either general or technical secondary education. This type of education, which used to be regarded as an extension of primary education, has now been reformed in depth with a view to enabling the children concerned to enter vocational classes in technical secondary education.

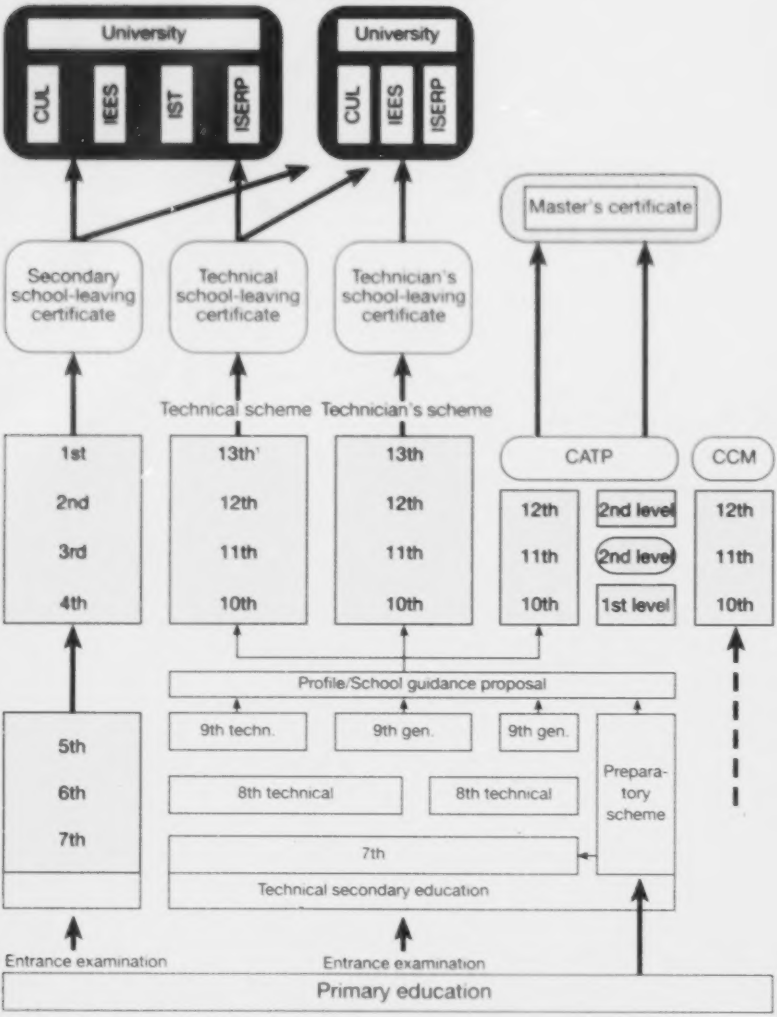
Figure 1: The education system in Luxembourg



Examinations held at national level regulate the transition from primary to secondary education as well as from secondary to university education or the occupational sphere.

As for the transition from one type of education to another, it is more common for pupils to go from general to technical secondary education than the reverse. This transition is regulated on a case-by-case basis, and it is normally the principal of the receiving school that fixes the conditions of admission after examining each candidate's file.

Figure 2: The Structure of post-primary education



1. 14th for the health care and social professions.

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II. Specific problems

1. Policy-making

Policy-making for secondary education is the responsibility of the Minister for Education. Laws and regulations in this sphere are prepared by officials of the Ministry of Education.

As far as laws are concerned, the Minister is obliged to consult the Council of state and, where appropriate, professional associations, if a law covers questions affecting them. Laws put forward by the Minister for Education must have the agreement of the government and are passed by parliament. Laws are framework texts which simply define the main lines and structures of educational policy and leave it to grand-ducal or ministerial regulations to introduce the necessary implementing measures.

Grand-ducal regulations are issued on the initiative of the Minister for Education and require the agreement of the government-in-council as well as, in principle, the opinion of the Council of state. Grand-ducal regulations are usually concerned with implementing the more important aspects of a law.

Ministerial regulations are the sole responsibility of the Minister for Education; they regulate detailed matters necessary for the implementation of a law.

Apart from the Council of state and the professional associations, whose opinions are in certain instances compulsory, there are other consultative bodies that can give their opinions on any question concerning education, particularly secondary education, namely:

– the National Council for Education, on which all the participants in school life are represented (teachers' trade unions, parents' associations, representatives of school principals, private schools, the archbishopric etc.) and whose members are appointed by the Minister for Education on the proposal of the bodies represented;

– the colleges of the principals of general and technical secondary schools;

– the conferences of teachers, comprising certain teachers in each school;

– the education councils, which are bodies comprising representatives of the management, teachers, parents and pupils of each school.

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These consultative bodies, particularly the colleges of principals and the conferences of teachers, permit the direct consultation of schools' managers and teachers as a whole.

Before taking decisions, the Minister for Education usually holds discussions with teachers' trade unions and parents' associations. The discussions cover both legislation and grand-ducal and ministerial regulations.

In most secondary schools there are pupils' committees, which have repeatedly tried to form a national organisation. Their attempts have failed in the long term, for a variety of reasons: transport problems, the pupils' over-specific (that is, local or regional) concerns, lack of continuity because pupils who have reached the age and maturity required to be the Ministry's talking-partners spend too short a time in secondary school.

Educational policy is therefore, as can be seen from the above explanations, planned and regulated at national level, allowing little autonomy for the various establishments. However, under a law of 1990 each school can draw up a plan defining its specific aims, for the purpose, in particular, of encouraging educational initiatives, extra-curricular activities and measures facilitating the transition to occupational life.

This school plan is prepared by the educational council, so that all the partners in a school can play an active part in setting the aims specific to their establishment.

School plans are still in the early stages, since the first educational initiatives in this area were not taken until 1992. Half the secondary schools (four in secondary general education and eight in technical secondary education) have submitted their plans – a promising start.

The plans include:

– drawing up a special system and methodology for teaching French-speaking pupils German in general secondary education;

– setting up facilities for improved supervision of pupils at times when they have no lessons;

– setting up a local radio station or television channel;

– audiovisual media and literary studies.

Schools whose plans are accepted receive a budgetary package of their own for the purpose, which they are free to use as they see fit.

In this sense, the school plans can be said to have generated a new concerted approach and a momentum of their own in schools. At the same time, they have given schools some autonomy in both financial and staff management.

2. Innovation and educational support structures

Two government departments assist the preparation of the educational policy adopted by the Ministry of Education:

– the School Psychology and Guidance Centre (CPOS);

– the Service for the Co-ordination of Educational and Technological Research and Innovation (SCRIPT) (see Appendix 1).

The CPOS maintains links with employers' organisations and professional associations for the purpose of organising information sessions on trades and occupations in Luxembourg and the studies required for them.

As a department of the Ministry of Education, it is the source of all information on educational supply (a result of the centralised nature of Luxembourg's education system).

The CPOS has a threefold function:

– providing psycho-educational guidance for pupils in general and secondary technical education, and co-operating in the guidance of pupils in primary education towards general or technical secondary education;

– helping pupils in the final classes at the time of the transition to higher education or university in their choice of studies and educational establishment, and providing future students with whatever help they need during their studies;

– facilitating the transition from school to occupational life for young people.

In order to carry out the numerous tasks involved in this threefold role, the CPOS has a unit in each general and technical secondary school (the School Psychology and Guidance Service – SPOS) to which a psychologist is assigned, assisted by one or more teachers from the school, who are partially relieved of their teaching loads to allow them to provide educational guidance for a few hours a week. This body provides parents and pupils with information about all courses and their educational and vocational aims, as well as guiding pupils in psychological and educational terms.

The SCRIPT (set up under the Act of 7 October 1993) is responsible for:

– co-ordinating research and innovation in the various educational spheres, including that of the integration of information and communication technologies into teaching;

– continuously analysing and evaluating Luxembourg's education system.

The tasks which the SCRIPT has to carry out as part of this twofold role therefore relate, in the first instance, to educational research and innovation, in-service training for teachers and the evaluation of the education system.

The research and innovation projects co-ordinated by the SCRIPT include computer-aided teaching, definition of the goals and curricula of the new technician's training schemes in technical secondary education and the introduction of oral examinations in the final year of general and technical secondary education.

3. Financing and budget

The data supplied by a recent OECD report *("Education at a Glance. OECD Indicators")* show that, in comparison with other countries, the expenditure on education in Luxembourg is high.

Public expenditure on education as a percentage of GNP (1988)

Japan	3,8
Germany	4,3
United states	5,0
France	5,0
Switzerland	5,1
Sweden	5,7
Belgium	6,1
Netherlands	6,3
OECD average	4,8
Luxembourg	6,0

Annual expenditure (in US$) per secondary school pupil (1988)

Belgium	4 050
France	3 073
Netherlands	2 263
Germany	2 659
Japan	2 325
United States	4 370
Sweden	5 146
OECD average	3 150
Luxembourg	5 681

For the 1992 financial year, the Ministry of Education's expenditure amounted to approximately 12,67% of Luxembourg's total state budget. The expenditure envisaged for general and technical secondary education represents approximately 40% of the Ministry's budget. This rather high percentage is explained by the fact that Luxembourg does not have a complete university system, with the result that less is spent on this sector.

The biggest share of the budget (over 80%) is devoted to the remuneration of teaching and technical personnel. However, it should be noted that appropriations for the transformation or enlargement of schools are not included in the Ministry of Education's budget.

As teachers are, in principle, civil servants, their recruitment and remuneration are handled by the state and do not depend on school heads.

A new system of management is being set up for schools' running costs (cleaning and routine repairs), which account for approximately 3% of the budget: each school will be given an allocation which it will be free to manage itself. This will permit better use of the available funds.

Private schools are eligible for state subsidies covering up to 80% of their budgets on condition that their curricula correspond to one of the post-primary curricula in the public sector and that their teachers have the qualifications required by equivalent schools in the public sector. For the 1992 financial year, 4,1% of the Ministry of Education's budget was allocated to private schools.

Whereas in private schools a fee is payable by pupils, in the public sector education is free. School transport is free for all pupils, but school books are paid for by their parents. However, each parent receives an education allowance, paid by the state at the beginning of each academic year, to cover the cost of school supplies.

The education allowance covers most of the cost of school books. Discussions with school textbook producers take place only occasionally, since the school books used in Luxembourg's secondary schools are very often those used in the neighbouring countries, France and Germany. However, a limited number of textbooks have been drawn up by Luxembourg teachers; these are normally published by the Ministry of Education and sold at very low prices.

The state is the only source of funding for secondary schools. Local authorities contribute only to the funding of primary schools. Industry is involved in technical education in so far as it provides pupils with practical training. However, the firms concerned receive an allowance from the state for each apprentice they take on.

The principle that secondary education is funded exclusively by the state is not open to discussion. The financing role of the state is therefore preponderant, and the autonomy of schools is somewhat limited. This interventionist trend on the part of the state is explained by the small size of Luxembourg (see Chapter I).

4. Schools and society

In a school system that is attempting to adapt to a radically changing society, it is of the utmost importance that there should be close relations between the various groups involved.

Because of the increasing role of schools in society, the circle of participants in the educational process is not limited to teachers, pupils and parents but includes the occupational sphere (firms, the professional associations and trade unions).

Relations between these various participants should result in an educational partnership, and it is for this purpose that schools have been opened up to society in the following areas:

Parents

The Federation of Associations of Post-primary Education Pupils' Parents, which includes parents of pupils in both general and secondary technical education, participates actively in school life in Luxembourg.

It has regular meetings with the Minister for Education and gives its opinion on all major plans for reform. It is represented on the National Council for Education and its members normally represent pupils' parents on the education councils in the various schools.

The professional associations

To ensure close relations between vocational training and firms, the curricula include training in firms alongside theoretical instruction in schools. This "twin track" system provides training of a more practical kind and permits better integration of apprentices into the world of work. In this sector of education, the professional associations, that is, the Chamber of Trade and the Chamber of Commerce, are closely linked with the decision-making process.

They are involved in several areas.

Vocational training in general

The professional associations, representing both employers, and employees, are consulted on all draft legislation and regulations before these are submitted to parliament. The government reaches its decisions on the basis of their opinions.

Apprenticeship

Since the introduction of systematic apprenticeship in 1929, governments have delegated very broad statutory powers to the professional associations in this area.

For example:

– the professional associations, together with the employment authorities (Ministry of Labour) and the Ministry of Education, determine the occupations in which apprenticeship takes place and the compulsory duration of apprenticeship;

– they confer and withdraw the right to train apprentices and lay down the requirements to be met by firms wishing to train them;

– they draw up and register apprenticeship contracts, which are binding on the parties on pain of nullity;

– they draw up on-the-job training programmes and ensure that apprentices are enrolled in a technical secondary school;

– the professional associations' agreement is required for the termination of a contract and in some cases they alone are empowered to terminate the contract;

– extension of the contract is subject to their approval;

– they are responsible for monitoring and supervising apprenticeship;

– they decide the syllabus for the end-of-apprenticeship examination, propose to the Minister the names of members of the examination board and award the Technical and Vocational Proficiency Certificate (CATP) and even the CITP.

Technical secondary education

The professional associations are actively involved in training at school:

– via apprenticeship advisers, they help to synchronise theoretical and practical training and ensure that training both in industry and at school keeps pace with technical developments;

– they are represented on the co-ordinating committees;

– they help to draw up the syllabuses for theoretical and practical vocational training;

– they can appoint representatives to meetings of the class councils.

Culture and sport

In general and technical secondary education there is no statutory connection between school and the municipality. In cultural terms, however, the presence of a secondary school has an impact, especially on provincial towns.

Science and arts teachers have their teaching loads reduced in order to enable them to work in the educational departments of art and natural history museums, receiving school classes and conducting guided visits.

Classes with "adapted time-tables" have been created in several general and technical secondary schools to enable pupils particularly gifted in sport or music to attend coaching sessions or music academies. In these schools, classes are organised according to a specific time-table that allows pupils to be free every afternoon in the week.

5. Organisation of the education system

In Luxembourg compulsory education for all children between the ages of six and twelve was established by the Act of 20 April 1881. The Act of 10 August 1912 extended it to seven years and the Act of 5 August 1953 to nine consecutive years of schooling, that is, up to the age of 15. This last Act introduced pre-school education for children between the ages of four and six.

The three types of secondary education referred to in Chapter I are structured as follows.

General secondary education

The Act of 10 May 1968 reorganising secondary education introduced co-education, diversified structures, several new institutions such as the School Psychology and Guidance Services SPOS (see Chapter II.2) and the education councils (see Chapter II.6). The Act of 22 June 1989 reorganised the structure of the upper division of general secondary education (see text of the Act in Appendix II).

General secondary education consists of a lower division, which comprises the first three classes (the "7th", "6th" and "5th"), and a four-year upper division split into two separate cycles, the general cycle ("4th" and "3rd" classes) and the specialised cycle ("2nd" and "1st" classes).

The lower division

To enter the "7th" class, a pupil must have passed an entrance examination in German, French and mathematics.

Generally speaking, pupils who perform well in primary school tend to enter general secondary education.

However, primary school performance is a token factor of information only, since admission to general (and technical) secondary education depends solely on marks in the entrance examination.

The "7th" class, known as the orientation class, is designed to enable pupils to adapt to general secondary education, which is a new type of education for them. To this end, numerous support classes are provided in this class. The support classes are arranged by the school and the cost is borne by the state.

After the orientation class, the pupil chooses either the "classical" course (with Latin as a third language) or the "modern" course (with English as a third language). However, the basic curriculum is the same for both courses. A pupil who chooses Latin as a third language begins to study English one year later, in the "5th" class.

In theory, pupils are free to choose between the classical course and the modern course. In practice, the most gifted pupils (approximately 20%) opt for the classical course, which is more difficult because it requires pupils to learn Latin and an extra subject.

The general cycle of the upper division ("4th" and "3rd" classes)

After the "5th" class, secondary education divides into two branches. A pupil chooses, on the basis of his or her likes and aptitudes, either the literary branch or the scientific branch (see curricula in Appendix III).

The main difference between these two branches resides in the degree of difficulty of the mathematics courses; the basic syllabuses of the other courses are the same. The scientific branch, which is chosen by about 75% of pupils, affords a wider range of possibilities but demands a certain inclination for mathematics.

Moreover, the branches include elective subjects of which the pupil must choose one or two. Although these courses are limited to a few hours, they enable a pupil to obtain a clearer idea of the specialisations in the last two classes.

Pupils move up from one class to the next mainly on the basis of the marks received in the written tests performed in class during the three terms of the school year.

The specialised cycle ("2nd" and "1st" classes)

On entering the penultimate year, a pupil chooses a given section offering a more specialised curriculum.

Within the literary branch, the following sections are prescribed by law:

Section A1: main subjects: languages and human sciences
Section A2: main subjects: human and social sciences

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Section E: main subject: art
Section F: main subject: music

Within the scientific branch, the following sections are prescribed by law:

Section B: main subjects: mathematics and physics
Section C: main subject: natural sciences
Section D: main subject: economics (mathematical bias).

General secondary education ends, on completion of the "1st" class, with a general secondary education school-leaving examination, success in which permits access to university education in all subjects.

The final examination is held at national level. The papers are the same for the pupils of the different secondary schools. Each paper is marked by three examiners, one of whom is an examiner from the secondary school attended by the pupils. This examiner is normally the pupil's teacher in the final year.

Some less popular sections (sections A1, E and F) are not available in all schools.

By analogy with the *baccalauréat* in France, section B in Luxembourg is sometimes viewed as the one with the highest status.

While the secondary school-leaving certificate in Luxembourg theoretically entitles pupils to pursue their higher education in any branch, it will obviously be very difficult for a pupil who has not taken one of the three sections in the scientific branch to successfully pursue university studies requiring scientific knowledge (mathematics, physics, chemistry).

In the 1992/93 school year the percentage breakdown of pupils in the various sections was as follows: literary branch: A1: 10%; A2: 24%; E: 7%, F: 0,5%; – scientific branch: B: 18%; C: 26%; D: 14,5% (see timetables in Appendix III).

Technical secondary education

Technical secondary education was initially created by an Act of 21 May 1979, which was recently modified by an Act of 4 September 1990.

To gain entrance to technical secondary education, a pupil must have passed an entrance examination in German, French and mathematics.

Technical secondary education is divided into three cycles:

- a lower cycle;
- an intermediate cycle;
- an upper cycle.

In technical secondary education the classes are numbered in the reverse order from that used in general secondary education. Technical secondary education was introduced very recently (fifteen years ago) and the numbering system adopted was that in use in Germany ("erste bis dreizehnte Klasse"). In general secondary education, which dates back more than a century, the existing numbering was maintained because it is entrenched in people's minds and it was not thought advisable to do away with tradition.

The lower cycle of technical secondary education

The lower cycle comprises the first three classes, namely the "7th", "8th" and "9th".

The lower cycle is intended to enable pupils to broaden their general education and, at the same time, to guide them towards the training or occupation corresponding to their skills and tastes. To this end, provision is made for, amongst other things, a wide variety of subjects in the form of elective classes, initiation classes and pre-vocational classes, which become more important as the pupil advances.

The "7th" (observation) class is primarily aimed at deepening a pupil's general education, while support classes enable any adaptation problems to be dealt with.

Like the "7th", the "8th" (observation) class is primarily aimed at general education. However, more options become available. On the one hand, through courses of a practical nature, a pupil is already brought into contact with diverse occupational groups. On the other, pupils are divided into two separate classes, known as "pedagogical" classes, one having a technical bias, the other a vocational bias. These classes are distinguished, not by their basic curriculum, but by their general approach, the relative importance of the subjects taught and the teaching methods.

The "9th" class – the "determination" class – has, as its name suggests, considerable influence on the pupil's subsequent career. In this class, as in the "8th", pupils are divided into two "pedagogical paths" – technical and professional. However, the diversity of available courses is even greater for pupils in the vocational determination class, thus taking account of each pupil's aptitudes. In this way, each pupil is introduced to the occupational group best suited to his or her skills and interests. Moreover, pupil guidance is also fostered by visits to firms, initiation courses and exhibitions in which representatives from all economic sectors participate. The psychology and guidance services participate in the organisation of these activities and help each pupil to choose the most appropriate trade or profession.

After completing the "9th" class, pupils receive a certificate to the effect that they have finished compulsory schooling. The type of studies or apprenticeship available to them depends to a large extent on their performances and on the level they have attained. Success in the "9th" class enables automatically gives a pupil the right to begin learning a trade.

The decision to allow a pupil to go on to the "10th" class in the intermediate cycle is taken by the class council ("conseil de classe"), which draws up an orientation profile for this purpose.

As success in the "9th" class is defined in terms of the scheme(s) in which the pupil is allowed to enrol, and many pupils prefer to repeat their year in the "9th" class if they have not been allowed to pursue their schooling under the technical or the technician's scheme, it is not possible to give an exact figure for the success rate.

The intermediate and upper cycles of secondary technical education

The intermediate cycle of technical secondary education is designed either:

– to provide pupils who have successfully completed a "9th" class with training leading to the Technical and Vocational Proficiency Certificate (CATP = Certificat d'Aptitudes Techniques et Professionnelles) (vocational scheme),

or

– to enable pupils capable of studying more theoretical and abstract subjects to enter the upper cycle (technician's training scheme and technical scheme).

• *The vocational system*

The vocational scheme comprises the following divisions:

– agricultural apprenticeship;
– craft apprenticeship;
– business apprenticeship;
– hotel and tourism apprenticeship;
– industrial apprenticeship;
– domestic science apprenticeship;
– apprenticeship in health care and social professions.

The vocational scheme provides the most direct and simplest access to a vocational qualification, the CATP. The process of vocational training depends on the actual occupation. Some apprenticeships consist of three years' practical training with an employer, together with theoretical training

given by a technical *lycée*, usually lasting eight hours a week. This is the concomitant system. For other careers, the scheme is mixed: an apprentice attends the vocational classes of a technical *lycée* on a full-time basis for one or two years and completes the rest of his or her practical training in a firm, with the theoretical part being taught in a technical secondary school.

Finally, for a restricted number of occupations, the three years' training takes place entirely at school.

The training ends with an examination, success in which is attested by the CATP.

The 1990 reform of technical secondary education introduced a "two-tier" form of training for the weaker pupils.

The first tier lasts for a period of between two and four years. Apprentices become articled to an employer, and they simultaneously study the theoretical subjects at the technical *lycée* at their own pace. This modular system enables them to acquire the Technical and Vocational Initiation Certificate ("Certificat d'Initiation Technique et Professionnelle" – (CITP) after a certain time.

The CITP corresponds to a basic training. To obtain the CATP, an apprentice must enrol with an employer and attend on a subsidiary basis the theoretical classes available in adult education.

• *The technician's training scheme*

This scheme is a training path mid-way between the vocational scheme and the technical scheme. It covers the "10th" and "11th" classes of the intermediate cycle and the "12th" and "13th" classes of the upper cycle.

The technician's training scheme is designed to train highly-skilled workers through very advanced vocational training. The technician is, moreover, capable of participating in the planning of technical projects; he or she is also qualified to take on the role of head of section in a firm.

A pupil takes the final examination for the technician's diploma at the end of the "13th" class. This diploma is primarily aimed at immediate entry into occupational life. It also enables the holder to pursue higher technical studies.

The technician's training scheme comprises the following divisions:

– administration and commerce;
– agriculture;
– arts;
– biology;

- chemistry;
- electrotechnical;
- civil engineering;
- hotel and tourism;
- general mechanics;
- car mechanics;
- computer science.

• *The technical scheme*

This scheme is the training path which leads, in principle, to a technical baccalaureate, the technical secondary education school-leaving certificate.

The training lasts four years, that is, the "10th" and "11th" classes of the intermediate cycle and the "12th" and "13th" classes of the upper cycle.

The technical scheme is designed to train administrative and technical supervisors capable of performing tasks with a relatively high degree of responsibility. The curricula therefore include, alongside vocational training, a considerable proportion of theoretical and general education studies.

The final diploma, which carries the same rights as the general secondary education school-leaving certificate, enables its holder to pursue general higher and university studies.

At present, the technical scheme consists of the following three divisions:

- administration and commerce;
- general technical;
- paramedical and social.

It is difficult to give an exact percentage of pupils enrolled in the first year of technical education who successfully complete this course, since they include a number of pupils who start their studies in general secondary education and, after failing, pursue them in technical secondary education.

Pupils are distributed among the three schemes according to their attainments and aspirations. As from the 1993/4 school year, the proportions will be approximately one-third for each scheme.

Preparatory education

Preparatory education is available to pupils in the "6th" class of primary education who failed, or did not sit, the entrance examination for secondary education. In recent years the percentage has been slightly below 20%.

Preparatory education used to be a separate type of education, attached to primary education. However, under the Act of 3 June 1994, it was attached to technical secondary schools.

Pilot schemes were carried out in three centres and the reform was gradually brought into operation as from the 1994/95 school year. The purpose of the reform is to make preparatory education a part of technical secondary education and provide it, if not in the same schools, at least in schools attached to a technical secondary school. Preparatory education should prepare pupils to obtain a CITP or even a CATP in the trades to which the vocational scheme gives access (for example, electrician, car mechanic, cook, sales and catering staff).

The time each pupil spends in preparatory education will depend on the time he or she takes to acquire enough credits to move up into the "8th", "9th" or "10th" class (vocational scheme) of technical secondary education. Depending on the pupil's results, this may take one, two, three or even four years.

Experience has shown that close co-operation between this type of education and technical secondary education is of the utmost importance, as for many pupils the transition to technical secondary education is the only way to qualify for learning a trade. This reform also provides for modular education enabling pupils to study the relevant subjects at their own pace. Similarly, the introduction of a tutoring system will ensure provision for pupils' psycho-social and cultural well-being. The teaching staff will be responsible for supervising pupils throughout their school careers in order to identify their emotional, social and linguistic handicaps.

6. The school as an institution and a community

The law makes school principals responsible for the smooth functioning of their establishments and hence confers decision-making powers on them. However, each secondary school institution has a consultative body, chaired by the principal, on which the teachers, parents and pupils are represented. This body, the education council, is aimed at involving all the interested parties in the life of the establishment. The education council has the following functions in particular:

- stimulating and organising the cultural, social and sports activities of the school;
- expressing opinions on proposals for the school's annual budget;
- expressing opinions on the internal organisation of the school;
- preparing the school plan (see Chapter II.1).

The scale of extra-curricular (cultural, social and sports) activities varies from one school to another. However, there has been a steady rise in these activities in recent years, as an increasing number of pupils stay on the school's premises at lunch-time. Moreover, the teachers responsible for these extra-curricular activities qualify for a reduced teaching load, which is a significant incentive.

Similarly, support activities or supervised homework sessions for pupils with learning difficulties are steadily increasing.

One of the main benefits of these support and extra-curricular activities is that informal contacts among pupils and between pupils and teachers are encouraged. Moreover, they enable pupils to put lunch hours, when there are no classes, to good use.

Thanks to these activities, the image of schools has been improved, which may partly explain the low rate of absenteeism among pupils in secondary education. Of course, another reason is the propitious social structure (the absence in Luxembourg of big towns with the problems specific to their suburbs) and the social advancement aspect that is still associated with secondary education in the eyes of Luxembourgers. This attitude towards schooling, together with the demands made on pupils who have begun secondary education, explains why it is almost unheard of for schoolchildren to do paid work.

As responsibility for secondary education rests with the state alone, not with local government, there may be few ties between schools and local authorities. This is particularly true of schools in the City of Luxembourg, which are attended by many pupils who live outside the capital. Provincial secondary schools maintain closer ties with the local community. For example, one school set up a local radio station as part of its school plan. Others give theatre performances which enrich local cultural life.

As far as young people's problems and behaviour are concerned, it should be pointed out without wishing to minimise them, that problems such as drugs, delinquency and aggression among secondary school pupils remain limited. This is due to:

- the absence of extensive suburban areas in Luxembourg;

- the very low unemployment rate;

- the provision of social and psychological support for pupils by the school psychology and guidance services available in each school;

- the status of secondary education as a source of social advancement.

7. The curriculum

The curricula of the various cycles of education in Luxembourg are determined by the Minister for Education on the advice of the national curricula commissions. The national curricula commissions are assisted in their deliberations by the SCRIPT (see Chapter II.2), which also provides co-ordination.

National curricula commissions exist separately for each type and branch of education. Given the limited number of general and technical secondary schools in Luxembourg (twenty-two in all), each school is represented by a delegate on the various national commissions, provided that the relevant kind of education is provided in the school. This structure has the advantage of fostering wide-ranging collaboration from teachers involved in the preparation of curricula.

The mode of operation of the national curricula commissions is established by grand-ducal regulation (see Appendix IV).

A commission normally consists of a Chair appointed by the Ministry of Education and a representative of each school in which the relevant branch of education is provided. The commission meets about twice a term to discuss issues raised by the curriculum of this branch in the various schools. If changes are called for, they are submitted for approval, through each member of the commission, to the other teachers in this branch in the various schools. On the basis of their opinions, which are upheld on the commission by the school representatives, the commission draws up a proposal for change and submits it to the Minister for Education, who takes the official decision. If the change proves to require large-scale preparatory work (for example, drawing up a new collection of texts), the Chair of the commission asks the Minister for Education for permission to set up a working party in the commission and entrust it with the preparatory work. Depending on the work to be done, the members of the working party may be partially relieved of their teaching load.

The national curricula commissions wield considerable influence and their proposals are normally adopted by the Minister for Education.

This mode of operation ensures that a very large number of teachers are involved in the production of curricula and that curricula are the subject of a broad consensus. However, precisely because a broad consensus is necessary, the national commissions rarely propose major innovations.

Experience thus showed that a body was needed to innovate and to co-ordinate the work of the different national commissions. In the even of substantial innovations (for example, the introduction of oral examinations at

BEST COPY AVAILABLE 31

the end of secondary education), the national commissions clearly needed a body to provide them with logistical support. Both tasks were assigned to the SCRIPT.

National commissions rarely hold general discussions because they are too closely concerned with the sole curriculum of their particular subject. This lack of general, interdisciplinary discussion was a further reason for setting up the SCRIPT, whose tasks include fostering such debates.

The main characteristic of school curricula in Luxembourg, both in primary and in secondary education, is the thorough learning of French and German, the two languages regarded, alongside Luxemburgian, as the official languages of Luxembourg (see Chapter I). As the learning of English is also considered essential, at least on all courses leading to a general or technical baccalaureate, this emphasis on languages considerably reduces the number of lessons to be distributed among the other branches.

Thus, for example, the time-tables of the "6th" class in general secondary education (see Appendix III) and the "8th" class in technical secondary education are respectively as follows:

	General secondary education "6th" class	Technical secondary education "8th" class
German (Lux)[1]	4	4
French	6	4
English	6[2]	4
Mathematics	3	4
Physics/Chemistry	/	1
Biology	1	1
Geography	1	1
History	2	2
Technical education	/	4
Art	2	2
Music	1	/
Physical education	2	2
Religious instruction Ethics	2	1
Total	30	30

1. The Luxemburgian language is taught in the German class in the "8th" class of secondary technical education.

2. In secondary education, pupils can choose in the "6th" class between English and Latin. Those who choose Latin will not begin English until the "5th" class, together with Latin.

In the upper division, the curricula are increasingly diversified because of the many sections in general and, especially technical, secondary education, with the result that it is impossible to present them all in detail.

8. Assessment

In Luxembourg's education system, the assessment of pupils used to be somewhat rigorous and severe. Thus, to complete a class successfully, pupils had to attain an adequate standard in each subject.

The result was that too many pupils failed or were late in achieving the school-leaving examination level, as temporary, isolated weaknesses all too often resulted in irrevocable failure of otherwise sound pupils.

Thus, with a view to giving young people a chance of success which their substantially satisfactory performances in most subjects warranted, and so as to avoid excessively penalising momentary weaknesses often due to uneven rates of maturation, a compensatory system was introduced by a recent reform of the system of pupil assessment.

Under this system, which is applicable to all levels of general and technical secondary education, a pupil whose overall results are above average can offset up to two slightly sub-standard marks.

In fact, there is nothing exceptional about such a system; it exists, in much more advanced forms, in most European countries; but many teachers have reacted to it with a certain apprehension.

Another characteristic of the Luxembourg system of assessment is the importance accorded to a high degree of objectivity in the marking. This explains why, both on entering and on leaving general and technical secondary education, pupils have to take a national examination.

Both the general and the technical secondary education school-leaving examinations include not only national questionnaires but also treble marking. Up to and including the 1993 academic year, these examinations consisted solely of written tests, and the examination results were the only criterion for the success or failure of a pupil.

However, a substantial reform of these general and technical examinations has taken place. In 1994, oral testing was introduced, and the results obtained throughout the year now count for one-third of the final result. These changes are aimed at preventing success or failure in the last year of school dependent solely on the vicissitudes of an examination and to encourage pupils' powers of oral expression, communication and improvisation, which are neglected when the examination is restricted to written tests.

The assessment of pupils during their secondary education depends on their teachers alone. It is focused mainly on written exercises and, in most subjects, is based on criteria laid down by the relevant national curricula commissions.

As traditional class exercises are not really suitable for the assessment of more complex skills, such as oral ability, personal creativity or aptitude for group work, continuous assessment of pupil performance will assume increasing importance.

As far as the assessment of the teachers' own work is concerned, there is no systematic evaluation, as there is no inspectorate for secondary education. However, teachers are accountable for their teaching to their school heads, who are required by law to inspect the classes conducted in their schools.

The assessment of Luxembourg's education system is one of the priority tasks of the new Service for the Co-ordination of Educational and Technological Research and Innovation (see Chapter II.2). Moreover, studies have already been carried out on this question, with particular reference to entrance examination results and the introduction of the compensatory system in school assessment.

9. Teaching staff

The employment conditions of teaching staff differ between the public and the private sector. In the latter, teaching staff are private employees hired by private schools, whereas teachers in the public sector are hired by the state and have the status of civil servants, which provides them with security of tenure.

Recruitment of teaching staff in the public sector is done by means of a competitive examination held annually by the state.

In all branches the number of candidates exceeds the number of vacant posts, so there is an excess supply of teachers in secondary education.

As recruitment has for years been selective, the candidates' scientific standard is quite high. There are slightly more women than men.

National legislation provides in general that secondary school teachers must have completed a full course of university studies of at least four years in the speciality they intend to teach. However, after the transposition to national law of the European Community Council directive (89/48/EEC) on a general system of recognition of higher education diplomas awarded in respect of professional training courses of at least three years, three-year university diplomas may also in certain conditions confer eligibility to teach in secondary education.

As three languages are used for teaching purposes in Luxembourg, that is, Luxemburgian, French and German, it is assumed that all candidates sitting the competitive recruitment examination are conversant with these languages.

Candidates who pass the competitive recruitment examination are admitted as trainee teachers to secondary schools and must undergo a three-year course of teacher training before becoming teachers.

As recruitment is competitive, the number of candidates who pass is equivalent to the number of vacant posts. Appointment to a permanent post is therefore automatic, subject to the candidate successfully completing his or her teacher training, which is usually the case.

In principle, teachers are trained in only one subject. However, it is intended that in future, teachers will be able to teach two subjects.

The option to introduce a second subject is provided for in law. However, there would be some practical problems in implementing this option because candidates who have studied at universities in France or Belgium are only trained in one subject.

Teachers in secondary education have a workload of twenty-two lessons a week. As they are increasingly expected to perform educational tasks that go beyond the strict definition of teaching, the law provides for the possibility of other activities being incorporated into teachers' workloads, namely:

- educational, scientific or cultural research;
- the training of trainee teachers as well as the in-service training of established teachers;
- guidance for pupils;
- organisation of socio-cultural and sports activities;
- administrative activities;
- replacement and invigilation.

Teachers' salaries are relatively high in Luxembourg compared with those of teachers in some other European Union countries. In relation to the salaries of other Luxembourg civil servants, the salary of a secondary school teacher is comparable to that of other university graduates (qualified engineers, lawyers, economists etc.) working in state administrations and not occupying a managerial post.

To give a rough idea, the net salaries of secondary school teachers in Luxembourg may be said to be more or less equivalent to those of their counterparts in Germany.

The teaching career is one of the higher public service careers. A teacher at the end of his or her career is paid the same as a head of department in a middle-ranking administration or a district court judge.

Each secondary school is placed under the authority of a principal, who is responsible for the smooth running of his or her school. This responsibility covers the general supervision of teaching activities and of the pupils and teaching, administrative and technical staff, usually with the help of a deputy principal.

Like all senior civil servants, secondary school principals are appointed by the Grand Duke on the advice of the government. The applications are submitted to the Cabinet by the Minister for Education, who expresses his or her preference.

Recent legislation also provides that education personnel, social workers and documentalist-librarians may be appointed to secondary schools. At the moment, priority is being given to the appointment of documentalist-librarians. Thus, in some schools, reading rooms have been put at the disposal of the pupils where, under the guidance of a documentalist-librarian, they can work individually or in groups using the books or audio-visual material available there.

In addition to teaching staff, a general secondary school with about a thousand pupils has posts for up to two secretaries, one caretaker, two or three laboratory assistants (who help the physics, chemistry and biology teachers) and two or three craftworkers or blue-collar workers. These "technical" staff have the status of either civil servants or state employees.

In secondary education there are three teachers' trade unions, the two largest of which have no political sympathies. The third, which is in the minority, is close to the left-wing parties and more inclined to uphold progressive ideas than the other two. The trade unions wield a certain influence in so far as they hold regular talks with the Minister for Education and are consulted about every major reform.

In addition to general secondary school teachers, the teaching staff in technical secondary education mainly consists of engineering teachers, technical teachers and special teachers. Engineering teachers, who teach technical subjects, pursue the same career as general secondary school teachers. Practical/technical teachers hold classes in workshops; their initial training is a master's certificate in their own branch. Special teachers receive two years' initial training after the baccalaureate and teach secretarial courses, for example. These last two categories of teaching staff have middle-ranking, not higher, public service careers, and earn 20% to 30% less than teachers. All these categories of teachers are civil servants.

Generally speaking, apart from the posts of principal, deputy principal and adviser to the Minister for Education, the law does not provide for promotion in respect of teachers. They move steadily up the ladder in their respective careers and reach the last step in their salaries around the age of 50.

10. The European dimension

For geographical and economic reasons, Luxembourg is oriented towards European integration.

For this reason, alongside the importance traditionally attached to the teaching of German and French, the curricula take substantial account of the European dimension.

Thus, the study of the geography of Luxembourg is presented in the context of the greater natural region. Similarly, history is studied in a European spirit, which is further emphasised by the choice of text-books: in the lower division, where the teaching language is German, books published in Germany are used, whereas in the upper division, where the teaching language is French, the books used are published in France. Moreover, chapters relevant to the European dimension have been included in books published in Luxembourg.

Apart from the curricula, awareness-raising campaigns are carried out to encourage a European outlook. Thus, to celebrate the fortieth anniversary of the founding of the Council of Europe and with an eye to the third direct election of members of the European Parliament, the Luxembourg section of the European Teachers' Association and the Centre for European Education carried out an extensive information campaign among teachers and pupils in secondary education. Similarly, each year the heads of secondary schools are invited to enter their schools' classes in the literary and artistic exercises of the European Schools Day competition. In July 1990 the Luxembourg Committee of the Centre for European Education invited the prize-winners from the various countries taking part in the competition to a one-week meeting in Luxembourg.

Many initiatives have been taken with regard to the twinning of our schools with foreign schools as well as pupil and teacher exchanges. Thanks to these initiatives, links between the schools, teachers and pupils concerned are reinforced by a better knowledge of the countries involved in the exchanges.

The teachers' trade unions also take part in this wide-ranging movement to promote the European idea. Thus, a trade union's teachers' guide, aimed at its members, includes a special chapter on "Education in Europe", the various initiatives being taken to implement the European dimension and the bodies and institutions dealing with it.

III. Efficiency and performance of secondary education

Given the selectivity of the Luxembourg education system, the standard of the diplomas and certificates awarded is indeed high, and the pupils who successfully complete their secondary education are in an almost unique situation: they are free to choose their higher or university studies in a French-speaking, German-speaking or English-speaking country with a considerable chance of success. However, the price of excellence is heavy, as there are too many failures at all levels of secondary education.

Thus a recent OECD report *("Education at a Glance. OECD Indicators")* revealed that the rate of school enrolment in upper secondary education is relatively low, in comparison with corresponding age groups in other countries, as the following table shows:

	General education	Technical education	Total
Japan	67,5	26,6	94,0
United States			90,2
France	37,1	47,8	84,9
Sweden	19,4	64,3	83,8
Netherlands	30,7	60,4	91,1
Switzerland	18,9	63,0	81,9
Luxembourg	25,3	47,0	72,4

In the secondary education entrance examination (1992/93 school year), 47,6% of pupils gained entry to general secondary education and 34,9% to technical secondary education, while 17,5% failed or did not sit either of the examinations. The pupils in this 17,5% will receive the preparatory education designed to allow them to enter technical secondary education.

As regards the results which pupils obtain during their secondary education, several studies have led to the following findings.

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General secondary education

A recent study of the age of the secondary school population, illustrated by the table below, shows that in the "1st" class only 55% of pupils are of "normal"[1] age.

The same survey shows that mathematics and French are the subjects in which there are the most failures. Thus, 19,2% of all pupils had inadequate marks in mathematics and 13,5% in French. Then follow history (9%), English (7,4%) and German (7,1%).

As for the results obtained by the pupils in the general secondary education school-leaving examination, the success rate has stood at about 85% since the introduction of oral examinations and the inclusion of the whole year's marks. The results of the 1995 session, in relation to the various sections, were as follows:

Section	Total	Passed	%
A1 Languages	109	106	97,2
A2 Human & social sciences	257	194	75,8
B Mathematics	158	141	91,0
C Natural sciences	211	179	84,8
D Economics	148	132	89,8
E Arts	75	59	79,7
F Music	8	8	100
Total[2]	966	819	85,3

1. The concept of normal age assumes that pupils started their schooling in first year at the age of six, entered the "7th" class after their sixth year of education and have neither doubled nor skipped a class.

2. Total number of pupils who took the examination

Pupils in secondary education (public and private) by class and by age (at 1 September 1994), in percentages

	Age (in %)													
Class	12	13	14	15	16	17	18	19	20	21	22	23	>23	Total
7th	1,8	87,5	9,7	0,8	0,2									100
6th		2,7	76,4	18,7	2,1	0,1								100
5th			1,8	75,1	19,4	3,6	0,1							100
4th				2,2	69,7	23,0	4,8	0,2	0,1					100
3rd					3,1	67,3	22,2	6,4	0,7	0,2	0,1		0,1	100
2nd						2,7	60,6	27,3	8,2	0,6	0,3	0,1	0,1	100
1st							3,2	51,8	27,9	12,2	3,5	1,0	0,4	100
Total	0,3	16,7	14,9	15,5	13,7	12,0	10,2	10,1	4,4	1,6	0,5	0,1	0,1	100

Bearing in mind the failure rate in the general secondary school-leaving examination, it can be estimated that about 45% of pupils who started their schooling in general secondary education succeed in completing it in the standard time.

Technical secondary education

The diplomas and the certificates awarded in technical secondary education are, on the one hand, the technical and vocational proficiency certificates and, on the other, the technician's diploma and the technical secondary school-leaving diploma, obtained after seven years of secondary education.

The technical and vocational proficiency certificate

Between 1984 and 1989, the number of pupils in technical secondary education fell by 13%, whereas the annual number of pupils passing a CATP rose by 26%. Therefore, the ratio of CATPs obtained to the number of pupils rose considerably between 1984 and 1989 (+ 45%).

A more detailed analysis shows that it is predominantly CATPs relating to occupations regulated by the Chamber of Commerce (for example, clerical workers) that have risen most. In other occupations – for example, in the building trades – there has been a fall in the CATP pass rate.

The technician's diploma and the technical secondary education school-leaving diploma

Thanks to the courses instituted by the 1979 law which lead to these two diplomas, the number of young people obtaining a qualification at baccalaureate level and gaining access to higher education in their speciality (technician's diploma) or to university education has risen significantly. These two new means of entering higher education have permitted an increase of 65% in the number of young people admitted to university courses after passing the secondary education school-leaving examination (general secondary education). On average, the success rates in these examinations vary between:

75-85%	Final examination in technician's training
60-70%	Final examination in technical secondary education administrative and commercial sections
70-75%	Final examination in technical secondary education

The reforms in technical secondary education have therefore permitted a significant increase in the number of young people capable of pursuing post-secondary studies, while increasing the number of CATP holders. This has been accomplished despite a fall in school rolls and a rising proportion of foreign pupils.

Overall, the number of young people in an age group obtaining one of the above-mentioned diplomas (the general secondary education final diploma,

the technical secondary education final diploma, the technician's diploma and the CATP) within the normal period, or with one or two years' delay, is about 55%, which is insufficient. However, this figure is relative as it does not include any other types of vocational training resulting in a qualification recognised on the labour market: successful completion of the "3rd" class in general secondary education, the full-time "11th" class in technical secondary education, the European School in Luxembourg or, abroad, paramedical training, training as instructors, in the army or in the music academies.

Consequently, the actual rate of young people leaving school with a qualification recognised on the labour market is higher, as the very low rate of unemployment in Luxembourg also demonstrates.

IV. Challenges, problems and prospects

Over the past twenty years, the development of the structures of secondary education in Luxembourg has varied between the various types of education. General secondary education, after being reformed in 1968, underwent a reform of its upper division in 1989. Technical secondary education, on the other hand, which in 1970 was restricted mainly to vocational training, by the early 1990s included a wide range of courses leading to technical baccalaureates and to jobs created by the rapid advance of modern technology.

While it is true that the necessary structural adaptations have been made in the past twenty years, teaching methods and educational philosophy have changed but little. This rigidity has given rise to a number of problems and challenges now confronting education.

Challenges due to technological and economic development

Technological and economic development has created a labour market where jobs not demanding a professional vocational qualification or a certain number of skills are becoming increasingly rare. The aim therefore is to provide as many pupils as possible with a qualification enabling them to accede to the available jobs. To this end, it is necessary to create awareness of the fact that academic failure is not only an important loss for the pupil, his parents and society, but also a failure for the school and those involved in it.

Similarly, emphasis should be placed not on a mere accumulation of knowledge and know-how, but on the acquisition of skills such as learning to observe things, obtain and structure information, generalise and deduce, act and evaluate. For the needs of the market, it is important to train people capable of acquiring the qualifications that are relevant today and of retaining the capacity to acquire others in future.

Challenges due to the development of the European Community

At economic level, the setting-up of the single market is fostering the emergence of regions with common economic interests. In this context, the

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Grand Duchy will form part of a region encompassing Luxembourg, Lorraine, the Saar, part of the Rhineland and part of Luxembourg and the Belgian Ardennes. The advent of the large-scale region, together with the mutual recognition of academic certificates and diplomas, is of major importance for education in Luxembourg, where it is often more selective and of longer duration than elsewhere. With regard to the equivalence of diplomas, it will be necessary to ensure that the degree of difficulty of Luxembourg education is comparable to that of neighbouring countries.

Challenges due to demographic and social change

While the annual birth rate is falling, the proportion of foreigners in both the total and the school population is rising.

To meet these challenges, schools must create an environment which enables young couples to have children without one of them having to give up his or her occupational activity. Similarly, an education suited to the specific needs of foreign children and encouraging mutual understanding must be the aim.

Social change has therefore followed a direction that is increasingly requiring schools to act as educational centres rather than mere places of education.

Challenges due to the management of the school system

While, on the one hand, a fall in the school population is to be expected in the coming years, other factors such as pupils' educational projects, in-service training of teachers and the reception structures enabling schools to become places of social integration will undoubtedly weigh heavily on the education budget.

As education's share of the state budget is unlikely to be increased at the expense of other ministerial departments, prudent management of available resources is necessary. It will thus be important, as in private companies, to give all the parties concerned a sense of responsibility so that they all seek in their particular areas ways and means of obtaining the desired results as economically as possible.

In order to achieve these aims of major significance for the schools of tomorrow, Luxembourg's education policy has two priorities: the initial and in-service training of teachers and the development of relations between the groups concerned (teachers, pupils and parents) with a view to a true partnership and a sharing of responsibility.

Appendix I

Act of 7 October 1993

establishing:

a. a Service for the Co-ordination of Educational and Technological Research and Innovation;

b. an Educational Technology Centre;

c. a Commission for Educational Research and Innovation.

"We, Jean, by the grace of God, Grand Duke of Luxembourg and Duke of Nassau;

Having heard our Council of state;

With the agreement of the Chamber of Deputies;

Having regard to the decision of the Chamber of Deputies of 13 July 1993 and that of the Council of state of 20 July 1993 to the effect that no second vote is required;

Hereby order as follows:

Chapter I: Service for the Co-ordination of Educational and Technological Research and Innovation

Section 1. A Service for the Co-ordination of Education and Technological Research and Innovation, hereinafter referred to as the SCRIPT, is hereby established under the authority of the Minister for Education.

Aims

Section 2. The purpose of the SCRIPT, throughout the Luxembourg public education system, shall be to:

1. co-ordinate research and innovation in the various subjects, including integration of information and communication technologies;

2. engage in continuous analysis and assessment of the education system.

Section 3. In pursuance of the aims set out in Section 2, para. 1 of this Act and the action programmes determined by the Minister for Education in accordance with Section 22 of this Act, the SCRIPT shall:

1. co-operate with the various departments, services and bodies of the Ministry of Education for the purpose of

   – drawing up proposals for action programmes on research and innovation,

   – providing the working groups appointed by the Minister for Education with the material required for the implementation of the action programmes, particularly regarding the definition of teaching goals and content and the development of teaching methods, systems and materials,

   – organising the in-service training of teaching staff and teacher trainers so as to keep pace with educational innovation;

2. prepare the setting up and co-ordinate the development of specialist advisory units and resources for educational assessment, research and innovation, as well as the resulting in-service teacher training;

3. prepare and carry out forward-looking research, feasibility studies and pilot experiments;

4. co-ordinate, administer and monitor research and innovation projects and, where appropriate, organise their assessment;

5. co-ordinate Luxembourg's contribution to international co-operation;

6. publicise research and innovation activities through the appropriate channels;

7. set up, manage and exploit information networks and databases on educational documentation and supply the documentary material required for the conduct of research and innovation projects;

8. provide the various committees and groups in charge of drawing up the curricula for the various types of education with the appropriate resources and co-ordinate the said drafting committees and groups in order to ensure consistency between the curricula of the different types of education.

Director and staff

Section 5. The SCRIPT shall be directed by a civil servant currently holding, or previously appointed for at least five years to, a post in the upper grades of the education system. The civil servant concerned shall be seconded to the SCRIPT for a renewable seven-year term and, for the duration of that term, shall carry the title "Director of the SCRIPT".

The Director of the SCRIPT shall exercise authority over all the staff appointed or seconded to the SCRIPT.

Section 6. At the beginning of each calendar year the Director of the SCRIPT shall submit to the Commission for Educational Research and Innovation established under Section 20 of this Act, for an opinion, the activity report on the past year, the proposed amendments to the action programme for the current year and the budgetary proposals and action programme for the following year.

Section 7. The co-ordination activities pursuant to the aims set out in Sections 2 and 3 of this Act shall be performed by officials assigned to the SCRIPT and recruited among civil servants whose posts are listed in Table E (Education) of the amended Act of 22 June 1963 establishing the pay scheme of civil servants.

These officials shall be seconded to the SCRIPT for a fixed period on a full-time or part-time basis. Their terms of office shall be renewable. Their responsibilities shall be determined by ministerial regulation.

For the duration of their secondment, these officials shall, in addition to their normal pay, receive an allowance fixed by the Cabinet.

Section 8. Teachers and other civil servants and state employees may be authorised by their ministry to take part in the conduct of educational research and innovation activities and in-service teacher training activities.

Unless they are relieved of all or part of their normal public service duties, the civil servants and employees referred to in the preceding paragraph shall receive an allowance fixed by the Cabinet.

Chapter II: The Centre for Educational Technology

Section 9. A Centre for Educational Technology, hereinafter referred to as the Centre, is hereby established under the authority of the Minister responsible for education.

Scope

Section 10. In furthering the aims set out in the following section, the Centre's activities shall cover:

– Luxembourg's entire public education system;

– all information and communication technologies applicable to education as teaching aids or subjects and hereinafter referred to as teaching media.

Aims

Section 11. The purpose of the Centre shall be to:

1. provide teachers, by all appropriate means and techniques, with teaching media suited to the goals and curricula of public education in Luxembourg;

2. provide the education authorities with technical advice and assistance in the matter of facilities, equipment and maintenance;

3. take part in teaching and initial and further training activities in information and communication technologies;

4. maintain multimedia documentary material on the technical, educational and socio-cultural aspects of information and communication technologies and disseminate this information through the education system's information networks;

5. place its skills and technical resources at the disposal of the departments of the Ministry of Education in matters relating to publications and media-based information and communication strategies;

6. maintain relations with departments and agencies with similar aims in Luxembourg and abroad.

Section 12. The Minister for Education may entrust the Centre with any other tasks relating to information and communication technologies.

Section 13. As part of the joint work programme established under Section 19 of this Act, the Centre shall give priority in its activities to projects co-ordinated by the SCRIPT.

Section 14. The teaching media developed by the Centre shall be the property of the state within the meaning of the Copyright Act of 29 March 1972. Teaching media developed by the Centre in co-operation with third parties shall be covered by a co-production contract regulating the award of copyright.

The Centre shall take the necessary steps to protect this copyright. It may transfer it to third parties or grant licences with the approval of the Minister for Education. Any revenue from the transfer of copyright or the award of a licence shall be paid into the Treasury.

Director and staff

Section 15. The Centre shall be run by a director who shall exercise authority over the staff appointed and seconded to the Centre.

The Director shall meet the requirements for appointment to a post in the upper grades of the education system. He/she shall have successfully com-

pleted a higher education course in information and communication sciences or shall furnish proof of extensive professional experience in this area.

Section 16. At the beginning of each calendar year, the Director of the Centre shall submit to the Commission for Educational Research and Innovation established under Section 20 of this Act, for an opinion, the activity report on the past year, the proposed amendments to the action programme for the current year and the budgetary proposals and action programme for the following year.

Section 17. Staff members in all branches of education may be instructed by the Minister for Education to assist the Centre in performing the educational tasks set out in Section 11 of this Act.

Unless they are relieved of all or part of their normal public service duties, the civil servants and employees referred to in the preceding paragraph shall receive an allowance fixed by the Cabinet.

Chapter III: Common provisions

Section 18. The SCRIPT and the Centre may, with the prior authorisation of the Minister for Education, conclude agreements with institutions and agencies in Luxembourg, in the European Union or abroad with a view to carrying out co-operation programmes relevant to their aims.

At the request of the SCRIPT or the Centre, the Minister for Education may enlist the aid of service providers, consultants and specialists in Luxembourg or abroad for the performance of specific tasks.

Section 19. The Director of the SCRIPT and the Director of the Centre shall submit to the Commission established under Section 20 of this Act a joint proposal for the action programme on educational research and innovation in information and communication technologies. They shall draw up a joint annual work programme on the basis of the annual action programme decided by the Minister for Education.

Chapter IV: Commission for Educational Research and Innovation

Section 20. A Commission for Educational Research and Innovation, hereinafter referred to as "the Commission", is hereby established under the authority of the Minister for Education.

Section 21. The purpose of the Commission shall be to:

– give opinions on the activity reports and proposals submitted by the Director of the SCRIPT and the Director of the Centre;

– give its opinion on matters submitted to it by the Minister for Education;

– submit of its own motion to the Minister for Education proposals, suggestions and information relating to the action and measures to be taken in educational and technological research and innovation;

– submit to the Minister for Education an annual action programme of educational and technological research and innovation.

Section 22. The annual action programme of educational and technological research and innovation shall be decided by the Minister for Education.

Section 23. The Commission shall be composed of nine members appointed by the Minister for Education for renewable four-year terms. The Directors of the SCRIPT and the Centre and two representatives of Luxembourg agencies authorised to carry out educational research projects shall be non-voting members of the Commission. The members to be appointed to the Commission shall be chosen in such a way as to ensure representation of, firstly, the Luxembourg public education system and, secondly, the economic and socio-cultural sectors and the public service.

The mode of operation of the Commission shall be determined by grand-ducal regulation.

The allowances payable to members of the Commission shall be fixed by the Cabinet.

Appendix II

Co-ordinated text of the Act of 10 May 1968 and the Act of 22 June 1989

1. Amended Act of 10 May 1968 reforming the education system, Chapter VI: Secondary Education

Section 44. Secondary education shall prepare pupils mainly for higher education at university level by means of a thorough general training.

Secondary schools shall be established by law. However, a grand-ducal regulation, issued with the approval of the Council of state, may authorise the creation of classes in the lower division and, where appropriate, the general cycle of the upper division of secondary education in a public technical secondary school according to arrangements to be determined by the same regulation. The qualifications of teaching staff for these classes shall be those required in public secondary schools.

Public secondary schools shall be known as *"lycée"*. They may be awarded a special title by grand-ducal regulation.

Evening classes in secondary education may be arranged for the benefit of adults.

Section 45. In order to be admitted to the first year of secondary education, pupils shall have successfully completed the sixth year of primary education. A grand-ducal regulation shall determine the conditions governing admission into the various classes of secondary education.

Section 46. Classical and modern secondary education shall comprise seven years of tuition in two divisions:

a. a three-year lower division comprising the orientation class and the "6th" and "5th" classes;

b. a four-year upper division comprising a general cycle ("4th" and "3rd" classes) and a specialised cycle ("2nd" and "1st" classes).

Section 47. In the orientation class, the curriculum shall be the same for all pupils. Language teaching shall cover French, German and Luxemburgian.

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On entering the "6th" class, pupils shall opt either for the classical course, including Latin, or for the modern course, including English.

On entering the general cycle of the upper division, pupils shall choose between the literary branch and the scientific branch, which are distinguished mainly by different mathematics courses.

In these two general branches, pupils shall choose among a number of pre-specialisation optional subjects. The conditions governing the supply and choice of these optional subjects in each of the two general branches shall be determined by grand-ducal regulation.

Pupils in classical education who wish, as from the fourth class, to learn a fourth language without dropping the study of Latin may opt for a short Latin course.

On entering the specialised cycle of the upper division, pupils in classical secondary education shall opt for one of the following sections:

a. Literary branch:

- Latin – languages (A1)
- Latin – human and social sciences (A2)
- Latin – art (E)
- Latin – music (F)

b. Scientific branch:

- Latin – mathematics – physics (B)
- Latin – mathematics – natural sciences (C)
- Latin – mathematics – economics (D).

On entering the specialised cycle of the upper division, pupils in modern secondary education shall opt for one of the following sections:

a. Literary branch:

- modern languages (A1)
- modern languages – human and social sciences (A2)
- modern languages – art (E)
- modern languages – music (F)

b. Scientific branch:

- modern languages – mathematics – natural sciences (C)
- modern languages – mathematics – economics (D).

In cases of proven necessity, new pre-specialisation optional subjects and new sections may be introduced by grand-ducal regulation issued with the approval of the Council of state.

Where the number of weekly lessons scheduled for each section falls below thirty, pupils shall choose one or more additional optional subjects with one or two weekly lessons in order to attain a minimum of thirty and a maximum of thirty-one weekly lessons. Their choice shall be made according to rules determined by ministerial regulations.

The additional optional subjects referred to above shall be taken into account for the purposes of admission to the next class.

Section 48. Secondary education shall include a course of religious instruction and ethics and a course of ethics and social education.

In the light of a written statement addressed to the director of the school by the person responsible for the upbringing of the pupil or by the pupil if he or she is of full age, all pupils shall be enrolled either in the course of religious instruction and ethics or in the course of ethics and social education.

Pupils who belong to a religious faith whose members do not provide a course of religious instruction and ethics in school hours shall be exempted from the two above-mentioned courses.

The exemption shall be granted by the National Council for Ethics and Social Education; it shall be granted in the light of a written statement addressed to the director of the school by the person responsible for the upbringing of the pupil, or by the pupil if he or she is of full age, and forwarded to the Council by the director. Pupils exempted from these courses shall engage in activities on the school premises.

A grand-ducal regulation issued on a proposal by the National Council for Ethics and Social Education and after consultation of the Council of state shall determine the main points of the syllabus, the duration of the course, the number of weekly lessons and the organisation of the ethics and social education course. It shall also regulate the training of teachers in charge of this course.

Section 49. The classical secondary education curriculum shall cover the following subjects:

religious instruction and ethics, ethics and social education;
French language and literature;
German language and literature;
Latin language and literature;
Greek language and literature;
English language and literature;
a fourth modern language (to be chosen by the pupil);
history;
philosophy;

civics;
mathematics;
new information and communication technologies;
biology;
geography;
physics;
chemistry;
economics and social sciences;
art;
music;
physical education.

The modern secondary education curriculum shall cover the following subjects:

religious instruction and ethics, ethics and social education;
French language and literature;
German language and literature;
English language and literature;
a fourth modern language (to be chosen by the pupil);
history;
philosophy;
civics;
mathematics;
new information and communication technologies;
biology;
geography;
physics;
chemistry;
economics and social sciences;
art;
music;
physical education.

Grand-ducal regulations shall establish the main points of the secondary education curricula and shall specify the compulsory and optional subjects in the various divisions and sections; the details of the syllabuses shall be laid down by ministerial regulations.

The same grand-ducal regulations shall determine the distribution of subjects across the different classes and the main points of the syllabuses, together with the number of weekly lessons in each subject, in the light of the specific aims of each section.

The same regulations may, where necessary, introduce additional optional or compulsory subjects.

Ministerial regulations may, where necessary, introduce optional classes, practical classes and remedial activities.

Section 50. Where the curriculum permits, pupils in the general literary or scientific branch and pupils who have opted for different sections may be taught in joint classes.

Section 51. Special courses and reception classes may be set up to facilitate the reorientation and adjustment of pupils from another educational sector wishing to enter secondary education and those who wish, for valid reasons, to change sections inside secondary education.

Section 52. In co-operation with the school psychology and guidance service in each secondary school, the class council shall advise pupils on their choice of the literary or scientific branch and of pre-specialisation subjects.

The class council shall also give an opinion on the choice of a specialisation for which the pupil appears gifted and on the additional optional subjects; where appropriate, it shall enlist the aid of the school psychology and guidance service.

Section 53. A grand-ducal regulation may introduce and organise an entrance examination for admission into the upper division.

Section 54. An education council whose membership and responsibilities shall be determined by grand-ducal regulation shall operate in each secondary school.

The teaching staff of a secondary school shall meet either at a special conference or at a plenary conference whenever the school's needs so dictate. A grand-ducal regulation shall determine the time-limits and arrangements for convening such a conference, the powers and membership of the conference, the voting arrangements and the membership of the conference bureau.

Regional educational conferences are hereby established which, in addition to representatives of the Ministry of Education and the education councils, shall include representatives of the social and economic sectors. A grand-ducal regulation shall specify the powers and mode of operation of this advisory body, which is intended to establish closer ties between school and the world of work.

Section 55. Secondary education shall be free of charge. The state shall contribute, by means of subsidies granted to the extent permitted by budgetary appropriations, to pupils' travel expenses and expenditure on textbooks and school materials.

Section 56. Grants may be awarded to particularly deserving pupils.

On the basis of criteria to be established by grand-ducal regulation, financial assistance may be awarded to deserving pupils whose financial and family circumstances so require.

Section 57. Municipal or private secondary schools may be known only as "école secondaire".

Section 58. The last two sub-paragraphs of Section 3 of the Act of 17 June 1911 on the organisation of lower secondary education for girls are hereby repealed.

Section 59. Where necessary, teachers may be appointed to the post of deputy director in all secondary schools. The deputy director shall be appointed by the Grand Duke.

A grand-ducal regulation issued with the approval of the Council of state shall determine the powers and duties of the deputy director. The post of deputy director shall carry grade E7/3 if the holder is recruited from grade E7 teachers, and grade E6/3 if the holder is recruited from grade E6 teachers.

Section 60. Grand-ducal regulations shall determine the arrangements and syllabuses for examinations and shall lay down all the measures required for the implementation of this Act.

Section 61. All provisions contrary to this Act are hereby repealed. This Act shall be published in the Official Gazette in order to be implemented and complied with by all those concerned.

2. New structure of secondary education

The new provisions governing the structure of education and the organisation of courses (Act of 22 June 1989) shall come into force by stages:

During the 1992-93 school year the fourth, third and second classes shall function under the new system while the first classes shall function under the old system."[1]

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1. Section 47 (former text)
"Classical secondary education shall include the following sections as from the fourth class:
a. Latin and languages section;
b. A Latin and science section in which pupils shall opt for either mathematics or natural sciences or economics;
c. An art section in which pupils shall opt for either art or music;
Pupils in the sections referred to under a) and b) may choose either English language and literature or Greek language and literature.
Modern secondary education shall comprise the following sections as from the fourth class:
a. A modern languages section;
b. A modern languages and science section in which pupils shall opt for either mathematics or natural sciences or economics;
c. An art section in which pupils shall opt for either art or music.

Appendix III

Timetables

1. Lower division

Branches	VII	VI classical	VI modern	V classical	V modern
Religious instruction					
Ethics and social education	2	2	2	2	2
French	6	6	6	4,5	5,5
German	4	4	4	3	3,5
English			6	3,5	5,5
Latin		6		4,5	
Luxemburgian	1				
Mathematics	4	3	3	3,5	3,5
Computer science				1,5	1,5
History	2			2	2
Geography	2	2	2	1,5	1,5
Biology	2	1	1	1	1
Art	2	1	1	1	2
Music	1	2	2		
Physical education	3	1	1	2	2
		2	2		
Handicrafts	1				
Total	30	30	30	30	30

2. Upper division

Fourth class (new system)

	Literary branch		Scientific branch		
	Classical course	Modern course	Classical course	Modern course	
Religious instruction Ethics	1	1	1	1	same course
French	4	4(4+1)[1]	4	4(4+1)[1]	same course
German	3	3(3+1)[1]	3	3(3+1)[1]	same course
English	4	4(4+1)[1]	4	4(4+1)[1]	2 different courses: classical course/ modern course
Latin	5(3)(3)	-	3	-	Strong Latin/weak Latin
4th language/ancient Greek	0(3)(0)	3(0)[1]	-	3(0)[1]	4th language: same course
Mathematics	3	3	4	4	2 different courses: literary branch/ scientific branch
Computer science	1	1	1	1	same course
History	2	2	2	2	same course
Geography	1	1	1	1	same course
Biology	1	1	1	1	same course
Physics	1	1	1	1	same course
Chemistry	1	1	1	1	same course
Physical education	2	2	2	2	same course
Art	1	1	1	1	same course
Total	30(31)(28)	29	29	29	

1. Pupils may choose between more intensive language tuition and learning a fourth language. Pre-specialisation optional subjects: (weekly lessons): art, music, religious instruction and ethics, ethics and social education.

Third class (new system)

	Literary branch		Scientific branch		
	Classical course	Modern course	Classical course	Modern course	
Religious instruction Ethics	1	1	1	1	same course
French	4	4(4+1)[1]	4	4(4+1)[1]	same course
German	3	3(3+1)[1]	3	3(3+1)[1]	same course
English	4	4(4+1)[1]	4	4(4[1]+1)[1]	2 different courses: classical course/ modern course
Latin	5(3)(3)	-	3	-	strong Latin/weak Latin
4th language/ ancient Greek	0(3)(0)	3(0)[1]	-	3(0)[1]	4th language: same course
Mathematics	3	3	4	4	2 different courses: literary branch/ scientific branch
History	2	2	2	2	same course
Geography	1	1	1	1	same course
Biology	1	1	1	1	same course
Physics	2	2	2	2	same course
Chemistry	2	2	2	2	same course
Physical education	1	1	1	1	same course
Art	1	1	1	1	same course
Total	30/31/28	28	29	29	

1. Pupils may choose between more intensive language tuition and learning a fourth language. Pre-specialisation optional subjects (weekly lessons): literary works (French and German), economics/computer science, mathematics/computer science, natural sciences/computer science, art, music, religious instruction and ethics, ethics and social education.

Second class (new system)

	Literary branch								Scientific branch					
	Classical course				Modern course				Classical course			Modern course		
	A1	A2	E	F	A1	A2	E	F	B	C	D	B	C	D
Religious instruction, ethics	1	1	1	1	1	1	1	1	1	1	1	1	1	1
French	4	3	3(op)[1]	3(op)[1]	4	3	3	3	3(op)[1]	3(op)[1]	3(op)[1]	3	3	3
German	4	3	3(op)[1]	3(op)[1]	4	3	3	3	3(op)[1]	3(op)1	3(op)[1]	3	3	3
English	4	3	3(op)[1]	3(op)[1]	4	3	3	3	3(op)[1]	3(op)[1]	3(op)[1]	3	3	3
Latin	5(3)	3	3(op)[1]	3(op)[1]	-	-	-	-	3(op)[1]	3(op)[1]	3(op)[1]	-	-	-
4th language/ ancient Greek	3	-	-	-	3	-	-	-	-	-	-	-	-	-
Mathematics	3	3	3	3	3	3	3	3	7	5	5	7	5	5
Civics	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Philosophy	2	2	-	-	2	2	-	-	-	-	2	-	-	2
History	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Geography	-	1	-	-	-	1	-	-	-	-	1	-	-	1
Economics	-	5	-	-	-	5	-	-	-	-	5	-	-	5
Biology	1	1	1	1	1	1	1	1	1	4	1	1	4	1
Physics	-	-	2	2	-	-	2	2	3.5	3.5	-	3.5	3.5	-
Chemistry	-	-	1	-	-	-	1	-	3.5	3.5	-	3.5	3.5	-
Physical education	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Art	2	2	8	2	2	2	8	2	1	1	1	1	1	1
Music	-	-	1	8	-	-	1	8	-	-	-	-	-	-
Total	30/31	31	30	30	28	28	30	30	30	31	29	30	31	29

1. Two out of four optional subjects

Additional optional subjects: annual (one or two lessons per week):
- economics and management (for sections A1, B, C, E, F);
- informatics (two different lectures);
- comparative literature;
- Luxembourgish civilisation;
- musical history.

These courses are taught to both first and second class pupils.

Optional subjects:
- religious instruction and ethics;
- ethics and social education.

First class (new system)

	Literary branch								Scientific branch					
	Classical course				Modern course				Classical course			Modern course		
	A1	A2	E	F	A1	A2	E	F	B	C	D	B	C	D
French	5	3(op)[2]	3(op)	3(op)[1]	5	3	3(op)[3]	3(op)[3]	3(op)[1]	3(op)[1]	3(op)	3(op)	3(op)[1]	3
German	5	3(op)[2]	3(op)[1]	3(op)[1]	5	3	3(op)[3]	3(op)[3]	3(op)[1]	3(op)[1]	3(op)[1]	3(op)[1]	3(op)[1]	3
English	5	3(op)[2]	3(op)[1]	3(op)[1]	5	3	3(op)[3]	3(op)[3]	3(op)[1]	3(op)[1]	3(op)[2]	3(op)[1]	3(op)[1]	3
Latin	5/	3(op)[2]	3(op)[1]	3(op)[1]	-	-	-	-	3(op)[1]	3(op)[1]	3(op)[2]	-	-	-
4th language/ ancient Greek	4	-	-	-	4	-	-	-	-	-	-	-	-	-
Mathematics	-	3	3	3	-	3	3	3	9	6	5	9	6	5
Philosophy	3	3	2	2	3	3	2	2	2	2	2	2	2	3
History	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Geography	-	2	-	-	-	2	-	-	-	-	-	-	-	-
Economics + statistics	-	6+2	-	-	-	6+2	-	-	-	-	6+2	-	-	6+2
Biology	-	-	-	-	-	-	-	-	-	4	-	-	4	-
Physics	-	-	-	2	-	-	-	2	3.5	3.5	-	3.5	3.5	-
Chemistry	-	-	1	-	-	-	1	-	3.5	3.5	-	3.5	3.5	-
Physical education	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Art (history of art)	1	1	12	1	1	1	12	1	1	1	1	1	1	1
Music	1	-	2	11	1	-	2	11	-	-	-	-	-	-
Total	28/27	29	29	28	27	29	29	28	28	29	29	28	29	29

1. B, C, E, F (classical course) choose two out of four optional subjects.
2. A2, D (classical course) choose two out of four optional subjects.
3. B, C, E, F (modern course) choose two out of three optional subjects.

Additional optional subjects: Annual (one or two lessons per week):
- see second class;
- mathematics (for section A1);
- multidisciplinary approach to science (for sections B and C).

Optional subjects:
- religious instruction and ethics;
- ethics and social education.

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Appendix IV

National curricula commissions

"Grand-Ducal Regulation of 8 August 1985 establishing and organising national curricula commissions in secondary education

"We, Jean, by the grace of God, Grand Duke of Luxembourg and Duke of Nassau;

Having regard to the Act of 10 May 1968 reforming the education system (Chapter VI: Secondary Education), particularly Section 60;

Having heard our Council of state;

Having regard to the report by the Minister for Education and after deliberation by the Cabinet;

Hereby order as follows:

Section 1. Aims

1. In each of the branches taught in secondary education a national commission is hereby established to advise the Minister for Education, hereinafter referred to as the "Minister", on all matters relating to teaching in the branch concerned. The Minister shall determine the courses covered by a branch.

2. The national commissions shall give opinions or make proposals concerning goals, curricula, timetables, teaching methods, textbooks, teaching aids, the number and type of written papers and the assessment and marking criteria in the branch concerned.

3. The national commissions shall also give opinions on the co-ordination of teaching in several branches or in several types of education.

Section 2. Membership

1. Each member or substitute shall represent either a public secondary school or a public technical secondary school, provided that the school is

authorised to offer classes in secondary education and that the branch of tuition is included in the curriculum for those classes.

2. The Minister may assign the national commissions a delegate of the Educational Research and Innovation Department, a representative of primary education, a representative of technical secondary education, a representative of higher education and a representative of the occupational sector. During meetings, the delegate and representatives shall be available for consultation whenever needed.

Section 3. Appointment

1. The Chair shall be appointed by the Minister for a renewable three-year term.

2. Members and their substitutes shall be appointed by the Minister for a renewable three-year term on a proposal by the special conferences convened in each school by the director of the school and composed of the teachers and trainee teachers specialising in the branch concerned.

Only teachers providing tuition in the branch concerned may be members of a national commission.

Any member who, during his or her term of office, leaves the school that he or she represents, or resigns, shall be replaced by another representative who shall complete his or her predecessor's term of office.

3. The secretary of each national commission shall be elected by a simple majority from among the members standing for that office. In the absence of any candidates, the youngest member shall be appointed secretary. The secretary's term of office shall end at the same time as his or her term of office as school representative.

Section 4. The Minister for Education shall be responsible for the implementation of this regulation, which shall be published in the Official Gazette.

Minister for Education and Youth
Fernand Boden

Cabasson, 8 August 1985.

Jean*

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The aim of this series is to make accessible to the public not only a systematic and coherent exposition of the educational systems and traditions in all signatory states to the European Cultural Convention, but also to outline the essential problems these systems are facing at the present time.
Each book has been written by an expert from the country concerned on the basis of a questionnaire. The questionnaire was drawn up by Denis Kallen who has both co-ordinated the series and undertaken the editing of each text in collaboration with the author.

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